



ORU TEACHING EXCELLENCE FRAMEWORK RUBRIC

STUDENT MOTIVATION

Motivation is triggered by the perceived value or benefit of the academic content or task. Student involvement and commitment to learning increases when a faculty member uses a variety of researched motivation techniques.


FACULTY PERFORMANCE LEVEL	OVERALL %'s OF COURSE(S)*	UNDERGRADUATE [Avg. of 8 courses /year]	GRADUATE [Avg. of 6 courses/year]
Emerging	20% - 39%	1-2	1
Developing	40% - 59%	3-4	2-3
Proficient	60% - 79%	5 -6	4
Advanced	80% - 100%	7-8	5-6

*Courses refer to the number of sections or number of courses

EVIDENCE	ADVANCED	PROFICIENT	DEVELOPING	EMERGING
TECHNIQUES	The faculty member uses a variety of appropriate research-based or innovative techniques to keep students motivated in 80 to 100% of his/her courses.	The faculty member effectively uses several motivation techniques during class sessions in 60 to 79% of his/her courses.	The faculty member uses motivation techniques in 40 to 59% of his/her courses.	The faculty member is learning how to use motivation techniques, but the successful employment of these needs further development.
PRINCIPLES OF PEDAGOGY & ANDRAGOGY	The faculty member supports students in taking responsibility for choosing approaches to a learning task that will be effective for them as individuals and produce quality work in 80 to 100% of his/her courses.	The faculty member recognizes how diverse students process information and develop skills, and incorporates multiple approaches to learning that engage a range of student preferences in 60 to 79% of his/her courses.	The faculty member recognizes how diverse students process information and develop skills, and incorporates multiple approaches to learning that engage a range of student preferences in 40 to 59% of his/her courses.	The faculty member continuously expands and deepens his/her understanding of student differences and their impact on learning, using interactions with students and data on student performance to set goals and to adjust instruction.
	The faculty member includes multiple perspectives in the presentation and discussion of content that include students' personal, family, community, and cultural experiences and norms in 80 to 100% of his/her courses.	The faculty member includes multiple perspectives in the presentation and discussion of content that include students' personal, family, community, and cultural experiences and norms in 60 to 79% of his/her courses.	The faculty member includes multiple perspectives in the presentation and discussion of content that include students' personal, family, community, and cultural experiences and norms in 40 to 59% of his/her courses.	The faculty member continuously expands and deepens his/her understanding of differences and their impact on learning, using interactions with students and data on student performance to set goals and to adjust instruction.
DISCUSSION AND RESPONSIVENESS	The faculty member consistently engages all students by facilitating discussion in the class. He/she responds effectively to student questions and provides specific and timely feedback to student's work during class in 80 to 100% of his/her courses.	The faculty member consistently engages all students by facilitating discussion in the class. He/she responds effectively to student questions and provides specific and timely feedback to student's work during class in 60 to 79% of his/her courses.	The faculty member consistently engages all students by facilitating discussion in the class. He/she responds effectively to student questions and provides specific and timely feedback to student's work during class in 40 to 59% of his/her courses.	The faculty member is learning how to engage students by facilitating discussion in the class. However, he/she does not consistently respond to student questions or only provides general feedback to student's work during class.



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COOPERATIVE LEARNING	<p>Consistently incorporates active and cooperative learning techniques for both in-person students and those taking the course remotely (including group work and teams) in 80 to 100% of his/her courses.</p>	<p>Consistently incorporates active and cooperative learning techniques for both in-person students and those taking the course remotely (including group work and teams) in 60 to 79% of his/her courses.</p>	<p>Consistently incorporates active and cooperative learning techniques for both in-person students and those taking the course remotely (including group work and teams) in 40 to 59% of his/her courses.</p>	<p>The faculty member is learning how to incorporate active and cooperative learning techniques (including group work and teams).</p>
EFFECTIVENESS <ul style="list-style-type: none"> Student engagement and interest levels 	<p>More than 80% of the students remain engaged in classroom activity and actively pursue content knowledge.</p>	<p>Sixty to 80% of the students remain engaged in classroom activity and demonstrate interest in the course content.</p>	<p>Forty to 60% of the students are actively engaged in classroom activities.</p>	<p>Fewer than 40% of the students are actively engaged in classroom activities.</p>
 HOLY SPIRIT EMPOWERED TEACHING & LEARNING	<p>The faculty member links the value and benefits of the subject to biblical truths and to the life of the students and to societal needs when applicable.</p> <p>Faculty model a love for learning and enthusiasm for the subject.</p> <p>The faculty member provides an opportunity for students to demonstrate how they would apply biblical truths that emerge from the course to address societal needs.</p>	<p>The faculty member links the value and benefits of the subject to biblical truths and to the life of the students and to societal needs when applicable.</p> <p>Faculty model a love for learning and enthusiasm for the subject.</p> <p>The faculty member provides an opportunity for students to demonstrate their understanding of how course values and benefits are aligned to biblical truths.</p>	<p>The faculty member links the value and benefits of the subject to biblical truths and to the life of the students and to societal needs when applicable.</p> <p>Faculty model a love for learning and enthusiasm for the subject.</p>	<p>The faculty member links the value and benefits of the subject to biblical truths and to the life of the students.</p> <p>Faculty model a love for learning and enthusiasm for the subject.</p>